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*The Teachers College*

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Clyde E. Crum

The Teachers College Journal seeks to present competent discussions of professional problems in education and toward this end restricts its contributing personnel to those of training and experience in the field. The Journal does not engage in re-publication practice, in belief that previously published material, however creditable, has already been made available to the professional public through its original publication.

Manuscripts concerned with controversial issues are welcomed, with the express understanding that all such issues are published without editorial bias or discrimination.

Articles are presented on the authority of their writers, and do not necessarily commit the Journal to points of views so expressed. At all times, the Journal reserves the right to refuse publication if in the opinion of the Editorial Board an author has violated standards of professional ethics or journalistic presentation.

## DECEMBER COVER

A cadet teacher in the Elkhart, Indiana, public schools, assists the teacher in classroom activities.

**Editor's Note**—The Handbook on Exploratory (Cadet) Teaching is presented in this issue of the Journal as a service to the public schools in assisting in the establishment of cadet teaching programs. Teachers and administrators in school systems interested in setting up such programs may secure additional copies of this handbook by writing to the Director of Information Services, Indiana State Teachers College.

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## Foreword . . .

Choosing a future occupation is one of the most difficult and important problems which high school and college students face. Often such choices are made with little knowledge of or contact with the chosen field. Teaching is one of the most important of professions. Faced with an acute shortage of teachers due to the great growth in elementary and high school populations and with the increasing demands for higher levels of professional competency on the part of those engaged in teaching, the recruiting of large numbers of able students for the teaching profession is the most critical problem with which those interested in and responsible for the welfare of the schools must deal.

The high school is the place where the problem must be met. To leave the choice of teaching as a profession to chance influences or to delay it until students enter college will not secure the numbers needed or the quality of students that the profession should attract.

It has long been recognized that exploratory experience is one of the most effective of procedures for assisting young people in choosing their future

occupations. Exploratory teaching or cadet teaching, as it is sometime called, has been developed to give high school seniors opportunities to become acquainted with the work of the elementary teacher and to learn about the teaching profession. A number of high schools have excellent programs of exploratory activities for which credit toward graduation requirements is given. These programs have proved to be very successful in stimulating an interest in teaching among high school students, and in giving the students a background for future professional training. Many school systems have been able to encourage through these programs more than enough able students to enter teaching than are needed to satisfy local needs for new teachers. The success of these exploratory or cadet teaching programs justifies their development in many more high schools.

The school administrator faces many problems in organizing and initiating a program of exploratory teaching in his school. The identification of these problems and the proper solution to them will determine to a large extent the success of the program. **"The Handbook of**

**Exploratory Teaching"** presented in this issue of the **Indiana State Teachers College Journal** should be of great assistance in formulating and conducting a program of exploratory teaching at the high school level. The suggestions offered in the study are derived from analyses of operating programs and have the value of being based on successful experiences. As these programs expand and are offered in greater numbers of high schools, there is every reason to believe that not only will the number entering teaching be increased and their quality improved but also those who have had the benefits of the exploratory program will be much better prepared for the teacher-training programs in the colleges. In view of the great need for well qualified teachers any method which will aid meeting this need should be encouraged. Exploratory teaching programs in the high schools have proved to one of the most effective means of recruiting for the teaching profession. The improvement and expansion of these programs have great promise and should be encouraged in every way possible.

Raleigh W. Holmstedt  
President

# Exploratory-Cadet-Teaching Handbook

Clyde E. Crum  
Assistant Professor of Education, Indiana State Teachers College

## Introduction

The present shortage of teachers in the public schools has produced great anxiety on the part of school officials, teachers, parents and laymen. In view of the fact that this shortage of qualified teaching personnel is likely to continue for several years, various means have



Clyde E. Crum

been suggested for relieving the teacher shortage. Many of these methods have been very successful and much credit must be given to those persons and institutions that have taken steps to assist in remedying the situation.

The emergency still exists, how-

ever, and more attention needs to be given to the problem of acquainting young people with the opportunities in teaching, and helping them to make decisions on the advisability of selecting teaching as a career.

While most educators agree that the present shortage of teachers cannot be attributed to any single factor, there is considerable evidence that many young people simply "drift into" teaching as a substitute goal when other goals are thwarted, or do not enter the profession because of lack of acquaintance with the opportunities which it affords them. Studies have shown that the majority of students make their own decisions as to occupational choice prior to graduation from high school.

The high school has many opportuni-

ties for assisting young people in making their final decisions as to occupational choice. Among the many methods of selective recruitment of teachers is the practice of high schools providing students' opportunities to participate in grade or junior high school rooms. The students assist the teacher and thus determine their interest and skill in working with children, and explore the opportunities for teaching as a career. Since the Indiana State Board of Education has made special provisions for offering such work for high school credit, more school systems should make provisions for such a course in their curricula. It is the purpose of this handbook to offer some suggestions to administrators, principals and teachers alike on the organization, administration and supervision of the exploratory teaching course.

## Background and Purposes of Exploratory Teaching

**What is Exploratory Teaching?**—Exploratory teaching is organized and supervised study, observation and teaching practice in the elementary school or junior high school by advanced high school students.\* This activity is known by such other terms as "cadet teaching," "teaching practice," "introduction to teaching," "pre-training experience in teaching," "vocational teaching exploration," and other similar terms. The term "cadet teaching" has

often been used to designate this work, but because of confusion in the use of this term with other types of pre-service teaching activities, it will not be used in this handbook. Instead, the term "exploratory teaching" is used to designate the pre-training teaching experiences of high school students.

**What is the Background of Exploratory Teaching in Indiana?**—The practice of having outstanding high school students assist in elementary classrooms is certainly not new. In fact, it has been accepted informally since the early years of the schools in this country. In most instances, however, the program was on a very informal basis with very little attention being given to organization or supervision of the

work. Even where well organized, as in the case of the monitorial program, it was designed to relieve the burden of an over-worked teacher and not to acquaint the student with career opportunities in teaching.

In more recent years, much attention has been given to the introduction of high school students to various occupational courses such as vocational agriculture, home-making, shop work, distributive education and diversified occupations. Very little attention, however, was given to the orientation of students to the possibilities of teaching as a career. It was taken for granted that students would understand the career possibilities of teaching because of their school experiences. In many cases, however, they really knew very little about the possibilities of teaching as a career, particularly elementary teaching, since they had never really had an opportunity to explore the career possibilities from the standpoint of

\*Rule 50, General Commission, Indiana State Board of Education does not designate the grade levels at which the work may be done, but age level and maturity of high school students would usually preclude any effort to institute the programs of teaching practice above the junior high school level.

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the teacher. In the early 1940's, Indiana began to recognize this need and permit a few schools to give credit for teaching activity as a part of the exploratory work experience program.

This very limited program continued until February, 1953, when specific provisions were made by the State Board of Education for giving high school credit for teaching practice. The Indiana program is outlined in Rule 50 of the General Commission of the Indiana State Board of Education.\*

**What are Some of the Purposes of the Program?**— Some suggested purposes of the exploratory teaching program are:

1. To interest high school students in the profession of teaching.
2. To acquaint interested high school students with vocational opportunities in the teaching profession.
3. To help high school students de-



The cadet assists with classroom activities. (Elkhart, Indiana, Schools)

cide whether or not they have the interest and competency for the teaching field.

4. To help in the selective recruitment of teachers as a means of alleviating the acute shortage of teachers.

## State Board Approval of Course

**What are the Procedures for Receiving State Board Approval for the Course?**— According to Rule 50 of the General Commission of the Indiana State Board of Education, the procedures for approval are:

A. The superintendent of the school corporation will submit a written request to the State Superintendent of Public Instruction which will be referred to the Inspection Division for

determination and report as to conformance with the requirements.

B. The State Superintendent will present the request and report thereon to the General Commission for action, which will be communicated to the corporation superintendent by the State Superintendent.

**May Schools Conduct the Course Without State Board Approval?**—A

school may conduct such an activity on an informal basis, as many schools are doing, but may not allow high school credit for the work. Some of these programs are related to the work of the Future Teachers of America clubs and have done much to stimulate pupil interest in teaching as a career. Schools now having informal non-credit programs should investigate possibilities for having their work approved for high school credit.

## Program Administration and Supervision

**What are the Duties of the Various School Administrative, Supervisory and Teaching Personnel in the Program?**—

Since the exploratory program involves teaching and student personnel at both the elementary and secondary levels,

the plan must include a careful outline of responsibilities of the participating personnel:

**1. The Superintendent of Schools:**— The superintendent of schools is responsible for initiating the program and requesting approval for the work in accordance with Rule 50, General Commission of the Indiana State Board of Education. He should also clear all

policies concerning the development of the exploratory teaching program.

**2. The High School Principal:**— The high school principal has the responsibility for administering the exploratory program in his school. Without active support from the principal, who makes provision for the inclusion of the course in the curricula, allows credit for it and supervises it, limited progress will be made. His responsibilities include:

a. The appointment of a high school teacher to sponsor the participating

\*See Appendix I for complete copy of Rule 50. **Recognition of Credit Toward High School Graduation for "Teaching Practice," "Introduction to Teaching," or "Pre-training Experience in Teaching."**

high school students. Since the sponsor is a key person in the program, great care should be exercised in making the selection; otherwise, the program will lack the necessary coherence and continuity.

b. Making arrangements with elementary school principals for placement of participating high school students in their schools. In some of the smaller schools this will not be a problem, since the principal will have joint jurisdiction over both the elementary and secondary school.

c. Providing for travel and securing parental approval if the students must be placed in a separate building for class assignment.

d. Making final approval for qualified seniors to enroll in the course.

e. Interpretation of the program to students, teachers, parents and the larger community. It is desirable to explain the nature of the exploratory work at PTA meetings, community meetings, local school clubs, etc., in order to acquaint the community with the purposes and organization of the course.

**3. The Elementary School Principal:**—Each elementary school principal has the responsibility for the administration and supervision of the program within his school. Of course, principals of twelve-grade combined schools will assume duties listed for both high school and elementary school principals. The duties of the elementary school principal include:

a. Submitting of the names of elementary school teachers who are willing and qualified to accept a student.

b. Interpreting the program to the cooperating elementary teacher and advising the teacher in his work with the student.

c. Welcoming the high school students and making it possible for them to share in school experiences which will enable them to get an over-all view of the total school program.

**4. Coordinators and Supervisors:**—If the school system has the services of coordinators or supervisors, they should have an integral role in the

program. In some systems, the coordinator or supervisor of secondary education is given the responsibility for the general administration and supervision of the program; however, this should be developed in close coordination with the elementary supervisor. In smaller school systems, the superintendent or the high school principal may coordinate the exploratory program.

**5. The High School Sponsor:**—The high school sponsor has the responsibility for the general supervision of the participating students. The responsibilities include:

a. Guiding the students toward a better understanding of what constitutes good teaching and an evaluation of the characteristics of successful teachers.

b. Handling the various administrative details that may be delegated to him by the high school principal. These may include enrollment of students in the course, scheduling of students, keeping of records, placing of marks on report cards, etc.

c. Planning the orientation, visitation and exploratory observation program for the students.

d. Arranging for conferences with the cooperating elementary teachers to advise with them concerning problems that may arise and to receive suggestions they may make regarding improvement of the work.

e. Meeting the students for general or individual conferences at periodic intervals.

f. Supervising the professional reading of the students, scheduling films and giving the students general information about the profession of teaching.

g. Helping guide students in the interpretation of their own progress either toward or away from teaching as a career.

h. Making a final evaluation of the student's work for purposes of giving a mark for the course. (This is usually done in joint collaboration with the cooperating elementary teacher.)

**6. The Cooperating Elementary Teacher:**—The cooperating elementary teacher is responsible for the training and su-

pervision of the student in the classroom and for the evaluation of his progress. The role of the cooperating elementary teacher is so very important to the success of the program that great care should be taken in selecting teachers for this responsibility. The cooperating teacher must realize that the high school students have had very little pre-service training in teaching, such as student teachers from a college or university have, and that they will, at first, really be additional "pupils" to teach. The responsibilities include:

a. Orientation of the student to the classroom situation.

b. Holding of frequent conferences with the student to evaluate his progress.

c. Helping the student plan his observation activities and correcting and explaining the work observed in the classroom.

d. Evaluating the progress of the student for purposes of determining when he should assume additional classroom responsibilities.

e. Acquainting the student with the over-all operation of the school.

f. Meeting with the high school sponsor from time to time to discuss the progress of the students.

g. Giving the student ample opportunity to experience many types of classroom activities.

In order to make a maximum contribution to the program, the cooperating elementary teacher should:

a. Be enthusiastic about the program, and be willing to cooperate freely in its development. If the elementary teachers have to be drafted for the work, the chances of success for the program are not good.

b. Be enthusiastic about the teaching profession. A teacher who lacks enthusiasm and professional spirit may tend to drive students away from teaching.

c. Have a good educational and teaching background. (Preferably, at least, three years experience.)

d. Maintain a classroom environment for children that is conducive to good learning.

## Enrollment and Assignment of Students

**What are the Requirements for Enrollment in the Course?**—Students should not be enrolled in the course except as prescribed by Section III (F) of Rule 50 of the General Commission. The requirements are:

- a. Average or above in intelligence
- b. Average or above in scholarship
- c. Average or above in citizenship and health
- d. Interested in children and in working with them
- e. Senior standing

A few schools admit only those who have had previous experience in Future Teachers of America club work, and others require at least a "B" average for admission. It is the responsibility of each school to determine any additional requirements above the minimum established by the State Board. Final approval of enrollment is a responsibility of the principal, but if the school has an FTA club, the sponsor of the club should be very helpful in making recommendations to the principal on the matter of qualifications.

**How are Assignments of Students Made?**—There are generally two ways of making assignments of students to their classes. They are:

a. The assignment of students to work with a cooperating elementary teacher is made at the time the student is enrolled in the course. It should

be by mutual agreement of the high school sponsor and the student inssofar as possible. This method of assignment has its limitations since there is very little opportunity for students to make prior visitation to classrooms to determine the level at which they desire to do the exploratory teaching. This difficulty may be overcome if prospective students can visit various classrooms while they are juniors and have some bases for making decisions prior to enrolment in the course. If the school has an FTA club, it should be able to arrange some type of visitation program for those who are interested in the work.

b. The second method is to defer assignment until after the semester has opened and the enrollees have had an opportunity to visit various elementary and junior high school classrooms. On the basis of these visits and discussions with their sponsors, they can then make decisions as to the grade level at which they desire to teach. This approach has the advantages of permitting students an opportunity to survey different grade levels and make intelligent choices as to the level at which they desire to teach. It is particularly good if the course is organized on a two semester basis and there is ample opportunity for such visits. This approach can also present difficulties if there are a limited

number of cooperating elementary teachers and several students select the same grade level.

**How Much Credit is Allowed for Exploratory Teaching?**—Credit not to exceed one unit and not more than one-half unit in any semester may be earned through enrollment in the course. Such credit can only be earned during the senior year in high school.

**How Much Class Time Should be Spent in the Course?**—The classroom scheduled time should be five periods weekly for the semester or the equivalent. The classroom time must not be less than 45 minutes or the number of minutes in the normal high school period, whichever is the lesser. The State Board Rule authorizes proportional credit for proportional time spent. Of course, if it is necessary to travel some distance to the elementary school, additional time must be allowed for travel.

**Should the Student be Expected to Lighten the Load of the Cooperating Elementary Teacher?**—No, the course is definitely not for the purpose of lessening the teacher's load. According to Section III (G) of Rule 50: "An enrollee shall not be assigned with any intent of lessening the training teacher's load nor of relieving her of any of her regular duties. Neither shall the enrollee be used as a casual or regular substitute teacher, nor in a situation ordinarily calling for the employment of a regular teacher."

## The Exploratory Course

**What is the Nature of the Exploratory Teaching Course?**—There are many variations in the actual planning of the exploratory teaching program in the schools of the State. Rule 50 is quite general on the organization of the course, but most schools provide for three types of activities. They are: (1) readiness or orientation activities, (2) participation activities, and (3) evaluation activities.

### A. Readiness Activities

**What are Readiness Activities?**—They

are generally classified as those activities which will prepare the student for actual participation in the classroom work. They may include orientation work, classroom visitations and planned class observations.

Orientation work is defined as activity undertaken prior to beginning observation and participation in the assigned classrooms. The orientation work varies in the schools of Indiana from a few conferences with the class sponsor to describe the activities and

requirements of the course to a highly organized classroom activity extending over a period of eight or nine weeks. The more extensive orientation program is usually found in schools with a course extending over two semesters and the orientation work consists of the study of school organization, meeting key people in the school and studying problems of child behavior.\* In most instances, the orientation work is handled

\*For an excellent discussion of such a program, see "Cadet Teaching in the Elkhart Public Schools," by Anne McAllister in *The Teachers College Journal*, XXV (March, 1954), pp. 62-66.

in a few sessions at the beginning of the term and continues through individual and group conferences while the student is observing or participating in classroom activity.

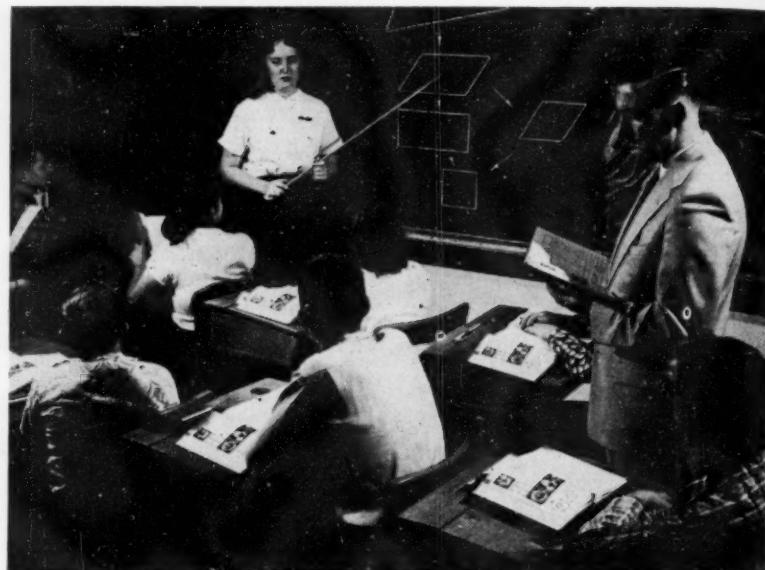
Regardless of the specific organization, it should be noted that Rule 50, Section III (C), Line 5, specifically states that: "Formal classroom discussion is not contemplated." There is some danger that the orientation program, unless very skillfully handled, may evolve into a rather formal classroom discussion if a block of several weeks is set aside for readiness activities separate and apart from observation and participation in the classroom. It is probably better in most situations to correlate the more formal type of readiness activities with classroom observation in preparation for the beginning participation work.

Classroom visitations are defined as those visits that may be made to schools and classrooms for purposes of becoming oriented to the total school situation prior to assignment to a particular room for observation and participation. Rule 50 does **not** require such visitations, and very few schools schedule them as a part of the exploratory program. As indicated previously in the Section on "Enrollment and Assignment of Students," they are usually made prior to the assignment of the student to a particular grade level and teacher and are designed to assist the student in determining the grade level at which he desires to work. Such visitation combined with conferences with the class sponsor can be very valuable guidance experience if time permits. It is to be noted, however, that such activity can be very time consuming and usually can be undertaken only if a two semester course has been organized.

Planned class observations are those periods spent by the students in their assigned classroom prior to beginning participation in class work. They will be discussed in more detail in the following section.

### B. Observation Activities

**How Should Classroom Observation Activities be Planned?**—According to



An Indianapolis Cadet Teacher gains experience in teaching.

Rule 50, classroom experience must be properly balanced between observation and participation, with participation being undertaken only when the enrolee is fully ready for such responsibility and when such may be done without sacrifice to the welfare of the children in the class.

Since participation must be based upon student readiness, it is the responsibility of the cooperating elementary teacher to determine the progress of the student and to indicate when the enrolee is ready to begin participating in class work. Meanwhile, the student should be gaining real understanding of classwork during observation periods and not just having sessions of aimless sitting. Observation should be planned activity with the student keeping careful notes on various types of classroom activities. References can then be made to the observations during conference periods.

Examples of some particular points that might be observed are:

**a. Group Observation:**—This should include a careful observation of the group to determine the observable individual differences of pupils. The student should note the pupils who deviate from the group physically, socially, emotionally, etc. He should also note those pupils whose actions seem quite normal

for the group. Such observation followed by discussion during conference periods should give the student an understanding of differences in pupils and an awareness of the problems the teacher faces in working with the group.

**b. Pupil Observation:**—The special observation of one pupil over a period of a week or more should be valuable to the student in learning how the pupil reacts to his total environment. There is often a tendency for the student to select the child who deviates most from the group for individual observation. This should be discouraged since the first interest of the enrolee should be in understanding the normal child. Later, a child with definite problems may be selected for observation. Notes should be kept by the student, and used as a basis for discussion during conference periods.

**c. Observation of Classroom:**—The student should be made aware of the physical characteristics of the classroom and their importance in maintaining a good classroom learning situation.

**d. Observation of Children's Play Activities:**—If possible, students should have an opportunity to observe pupils in informal play situations. If the cooperating school is near enough to the high school, it would be very easy for

the students to make such observations during the lunch hour or before school.

**e. Observation of Classroom Routine:**—This includes passing in hallways, taking class attendance, care of wraps, etc.

**f. Other types of observation may include:**

(1) Observing pupil-teacher planning.

(2) Observing the techniques of teaching such regular subjects as reading and arithmetic.

(3) Observing the administration of tests.

(4) Other observation activities planned at the discretion of the cooperating teacher.

### C. Classroom Participation

#### How is the Student Classroom Participation Program Organized?

This is generally defined as the activity in which the student actually has an opportunity to work with pupils and participate in other classroom procedures. As mentioned previously, there will be variations among enrollees in developing readiness for beginning participation. Since the cooperating teacher is in the best position to determine the student's fitness for beginning partici-

pation, the decision should be left to the teacher.

In general, it is best for the student to begin participation by working with one or two children. There should be very close supervision at all times. As more skill is gained, more responsibilities should be assigned until there is eventually opportunity for some students to work with the whole group. Students who develop slowly should probably never be expected to work with more than four or five children. Again, this decision will have to be made by the cooperating teacher. There may be a tendency for a few cooperating teachers to assign routine duties (such as grading papers, doing routine clerical work, etc.) to the students to the exclusion of other activities which involve working with children. Such duties may be assigned from time to time, but the student should not be expected to handle an undue amount of such work.

Some of the opportunities for participation are:

**a. Helping individual pupils with difficulties.**

**b. Reading or telling a story to the class.**

**c. Teaching children how to play a new game or sing a new song.**

**d. Helping the teacher and children plan a field trip.**

**e. Checking children's work and preparing materials.**

**f. Leading a group discussion.** It might be well to let the student have a leading role in the current events discussion each week.

**g. Helping the class plan their activities for the day.**

**h. Planning with the teacher for class experiences.**

**i. Teaching a small group something that has been planned with the help of the teacher.**

**j. Other activities assigned by the cooperating teacher.**

As various problems arise and as the cooperating elementary teacher has the opportunity, she should schedule discussions to point out significant developments and to awaken in the student an awareness of some of the problems of good teaching.

### D. Individual and Group Conferences

**How Should Individual and Group Conferences be Scheduled?**—The scheduling of conferences is a vital part of the organization of the program. According to the provisions of Section III (C), Rule 50; "The program shall provide for frequent conferences of enrollee, classroom teacher, and coordinator, wherein there is discussion coincident to classroom occurrence of teaching principles and procedures, and counsel and information are imparted relative to the vocational opportunities in teaching." The rule is quite indefinite as to the frequency of scheduling such conferences and very general in regard to the topics to be discussed.

This may be interpreted to mean that all conferences will be of an individual nature with student, coordinator and elementary classroom teacher participating. Administratively this may be very time consuming, particularly in smaller schools where there are no full time supervisors. It appears that the school



The cadet assists in working with small groups (Indianapolis Public Schools.)

would be conforming to the provision of the Rule if rather frequent conferences were scheduled between the elementary teacher and the student to discuss classroom problems as they arise. In addition, a conference between the high school sponsor, the cooperating elementary teacher and the student could be scheduled during each three week period. Thus, opportunity is provided for consultation on progress and for evaluation near the midpoint and end of each grading period. In some instances where special problems arise, it would be necessary to schedule joint conferences much more frequently. Such a schedule of joint conferences would permit the high school sponsor to keep informed on the student's progress, but would not be so frequent as to become a burden and annoyance for all concerned.

In addition to individual conferences, provisions should be made for group conferences between the students and the high school sponsor. (In some of the larger school systems, the elementary or secondary coordinator assumes this responsibility.) The frequency of such conferences will be determined to some extent by local conditions (i.e.—availability of free periods when the group can get together, extent of the program of activities, etc.). It is suggested, however, that one group conference every two weeks might be sufficient. This would give a total of nine group conferences during a semester, and at least six additional individual conferences plus the informal conferences between the cooperating elementary teacher and the student. Of course, the extent of these conferences will be largely determined by the particular organization of the program by each school.

Some of the activities which might be undertaken during the group conferences are:

- a. Discussion of the child's nature and needs.
- b. Discussion of how the school functions to meet the needs of children in our present day society.

c. Study of opportunities in teaching, the work of the teacher and qualifications for teaching.

d. Discussion of the general organization of the school, and special services offered by the school. (Special personnel in the school—audio-visual director, guidance director and others may be invited to discuss their work with the students.)

e. Films and other audio-visual aids may be used profitably during these conferences. (See list of suggested films in Appendix II.)

f. Students may be assigned some readings on the nature of the educational system, problems of working with children and related topics during these sessions. (See bibliography of suggested readings in Appendix III.) The readings should be designed to stimulate interest and develop acquaintance with the school, the pupil and the work of the teacher. Care should be taken not to assign materials that are so difficult that they will confuse and discourage the students.

#### E. Evaluation of the Work

**What are the Procedures for Evaluating the Student's Work?**—The evaluation of the work of the student should serve a dual purpose. First, it should be a basis for guidance activity. If the student does not seem to have the potential for succeeding in the teaching field, he should receive assistance in selecting another vocational area. If success seem probable, the student should be given every possible assistance in planning for his future teaching career. Secondly, evaluation should be such that it will permit the giving of valid marks of achievement at the end of each grading period.

The determination of marks in the exploratory course will normally be more difficult than in regular classes because of the dual nature of the supervision. Schools differ widely in determining responsibility for the assignment

of marks. Most agree, however, that the cooperating elementary teacher is in the best position to know about the work of the student. Therefore, the cooperating elementary teacher is often given the responsibility of determining the student's mark. This may not be the best policy. Since both the elementary teacher and the high school sponsor have worked with the student, the mark would probably be more accurate if it were the result of joint consultation and evaluation. It would also give the high school sponsor a better basis for future counseling work. Final approval of the mark, of course, should be made by the coordinator. In many instances this is a mere formality. Since there will likely be the element of the joint determination of marks, a definite criteria for marking should be formulated prior to the beginning of the course in order to avoid the confusion and uncertainty which sometimes results from failure to establish definite policies.

Section III (I), Rule 50 lists the following general criteria for determining marks: (1) enrolee's aptitude, (2) cooperation, (3) day-to-day practice and performance, and (4) potential teaching qualities. Since the criteria are necessarily quite general, more specific criteria which will permit intelligent evaluation of the student in terms of personality, classroom activities and teaching aptitudes should be developed by each school system. Many schools have found that well organized check or rating sheets are very helpful in evaluating and guiding the student. Examples of evaluation sheets used in schools in Elkhart, Indiana (Appendix IV), and Indianapolis, Indiana (Appendix V) are included. It is hoped that these excellent evaluation sheets will be helpful to schools in developing a rating system.\*

\*For another good example of an evaluation sheet, see "Teaching Exploration in Decatur Schools," by Elizabeth Connard in *The Teachers College Journal*, XXV (March, 1954), pp. 78-80.

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## F. Follow-up Activities

### Are Follow-up Activities Necessary?

Follow-up activities are very necessary for evaluating the success of the program. Plans should be laid during the first year for a follow-up program that will permit the school to evaluate the exploratory teaching course in terms of the post high school activities of the participants. Colleges should give every possible assistance in this evaluation by providing specific reports on the success of students, inviting high school principals and sponsors to visit college campuses and meet with students and college personnel and providing resource personnel and materials to assist the high school program.

## Appendices

### APPENDIX I

#### GENERAL COMMISSION OF THE INDIANA STATE BOARD OF EDUCATION

##### Rule 50. Recognition of Credit Toward High School Graduation for "Teaching Practice," "Introduction to Teaching," or "Pre-Training Experience in Teach- ing."

I. Credit not to exceed one unit and not more than one-half unit in any semester may be earned in the senior year of high school through enrollment and successful performance in an organized teaching practice or teaching experience activity; provided approval therefore has been secured from the General Commission of the State Board of Education.

II. The procedure for approval is as follows:

A. The superintendent of the school corporation will submit a written request to the State Superintendent of Public Instruction which will be referred to the Inspection Division for determination and report as to conformance with the requirements.

B. The State Superintendent will present the request and report thereon to this General Commission for action,

which action will be communicated to the corporation superintendent by the State Superintendent.

III. The requirements, limitations, and conditions for approval are as follows:

A. The teaching practice or teaching experience activity must be pre-planned and carefully administered to provide actual work-experience with pupils in a class regularly taught by a recognizably competent and fully qualified, licensed teacher interested in assisting a prospective teacher in pre-training experience.

B. The activity must have the direction and coordination of an administrator or supervisor, who in addition to any normally scheduled duties shall be specially designated to see that the enrolee has growing, not merely repetitive, and full-range experience in class organization, management, and instruction. The coordinator shall also be responsible for the understanding cooperation of the high school administration and the teaching-practice teacher in pupil time-scheduling, attendance-reporting, and accomplishment-marking.

C. The program shall provide for frequent conferences of enrolee, classroom teacher, and coordinator, wherein there is discussion coincident to classroom occurrence of teaching principles and procedures, and counsel and information are imparted relative to the vocational opportunities in teaching. Formal classroom discussion is not contemplated.

D. The classroom experience must be properly balanced between observation and participation, with the latter undertaken only when the enrolee is fully ready for such responsibility and when such may be done without sacrifice to the welfare of the children in the class.

E. The classroom scheduled time, five periods weekly for the semester or the equivalent, must be not less than 45 minutes or the number of minutes in the normal high school period, whichever is the lesser. Proportional credit

is authorized for proportional time spent.

F. Enrollment shall be restricted to pupils who are: 1. average or above in intelligence; 2. average or above in scholarship; 3. average or above in citizenship and health; 4. interested in children and in working with them.

G. An enrolee shall not be assigned with any intent of lessening the training teacher's load nor of relieving her of her regular duties. Neither shall the enrolee be used as a casual or regular substitute teacher, nor in a situation ordinarily calling for the employment of a regular teacher.

H. Regular attendance is essential, but the enrolee should be privileged to participate in any conflicting special activities of the members of the senior class. The enrolee must be responsible for notifying the training teacher reasonably in advance of any absences, and the enrolee should record the attendance in accord with the practice for recording teacher attendance in the corporation.

I. Marks for accomplishment shall be based upon the enrolee's aptitude, cooperation day-to-day practice performance, and potential teaching qualities, with full regard for the enrolee's possible, eventual teaching employment.

### APPENDIX II

#### SOME SUGGESTED FILMS FOR EXPLORATORY TEACHING COURSE

**Adventure in Teaching** (25 minutes, Sound, B & W or Color, Harmon). Three high school seniors visit a city teachers college to find out about teaching as a possible profession. We see them as they visit classes and go with college students on field trips and visit elementary schools. Four phases of teacher education are shown: studying children; exploring materials and ways of working; putting ideas to work in student teaching; and growing while teaching.

**Booker T. Washington** (30 minutes, Sound, B & W, Encyclopedia Britannica,

Inc.) The film shows the qualities which made Booker T. Washington one of the greatest leaders of his race. Vividly portrays the struggle of free people to free themselves from ignorance, fear and poverty. Shows his struggle for education and the problems of founding and developing Tuskegee Institute.

**Design for American Public Education** (16 minutes, Sound, B & W, McGraw-Hill Film) The film is designed to compare and contrast the "assembly line" approach to education with that which is designed to meet the needs of young people. Gives a very good general overview of the general organization of the American school system.

**The Elementary School**, Parts I, II, III (The film in three parts is sound, B & W or Color, 25 minutes, 25 minutes and 20 minutes, Virginia State Department of Education, Film Production Service, Richmond 16, Virginia) These films are designed to give an overview of the aspects of the good elementary school. Emphasis is placed upon good school environment, the acquiring of the basic skills, and knowledge which will help children to gain an understanding of their physical world and of the importance of good citizenship education.

**Helping Our First-Grade Children to Learn** (32 minutes, Sound, Color, New York City Board of Education, 110 Livingston Street, Brooklyn 2, New York). The film attempts to interpret the learning process in the first grade program. It will help the teacher in training and is helpful in explaining the school program to the public.

**Horace Mann** (30 minutes, Sound, B & W, Encyclopedia Britannica, Inc.) This is an excellent portrayal of the life of one of America's greatest educators. Shows Mann's great work in developing better schools, textbooks and better methods of teaching.

**On the Way to School** (11 minutes, Sound, B & W or Color, Coronet Films) This is the story of a boy's adventure on the way to school. He meets the milkman, watches a garage being built, looks at a bird's nest and continues on his way. Clearly shows how many forces

have an educational impact upon the child.

**Our Teacher, Mary Dean** (22 minutes, Sound, Color, Frith Films, 1816 Highland, Hollywood 28, California.) This older film portrays the satisfaction that a teacher finds in her work. Many school scenes are shown and the teacher's private life is portrayed.

**Practicing Democracy in the Classroom** (22 minutes, Sound, B & W, Encyclopedia Britannica Films) The film emphasizes the role of the classroom teacher in helping pupils understand the democratic way of life. The position of the school in strengthening the democratic way of life is portrayed. It shows how democratic methods of teaching can be used in various subject areas and at different grade levels.

**Skippy and the 3 R's** (26 minutes Sound, B & W or Color, NEA) This is the story of Skippy, a first grader, who is learning to read, to write and accomplish other things expected of first graders. Shows the teacher's plan for helping Skippy achieve at his maximum level by giving attention to his interests and his problems. An excellent film on modern education.

**Teaching** (11 minutes, Sound, B & W, Carl F. Mahnke Production, 215 E. 3rd St., Des Moines, Iowa) Very good portrayal of the traits of good teachers, the values of teaching, educational requirements and opportunities in teaching.

**The Teacher** (13 minutes, Sound, B & W, Encyclopedia Britannica) A middle aged teacher tells of her role in the community, her personal life, and her contributions to society.

**The School** (21 minutes, B & W, United World, 1445 Park Avenue, New York 29, New York) The film shows one day's activities in an elementary school from the time the janitor opens the building in the morning until the PTA meeting closes in the evening.

**What Greater Gift**. (28 minutes, Sound, B & W or Color, NEA) The film dramatizes the professional responsibilities of the teacher. Emphasis is placed upon the skills needed for good teach-

ing. Should be an excellent recruitment film for high school groups.

### APPENDIX III

#### BRIEF LIST OF SUGGESTED READINGS FOR HIGH SCHOOL EXPLORATORY TEACHING COURSE

Association for Childhood Education International:

a. **Helping Children Grow**, 1951. Contains helpful guides for providing a good school day for children in the lower elementary grades.

b. **Children Can Work Independently**, 1952. Points out the characteristics of good learning experiences through simple statements of principles, illustrative stories, and lists of materials.

c. **Helping Children Live and Learn**, 1952. Points out the characteristics of good learning experiences through simple statements of principles, illustrative stories, and lists of materials.

Buckley, Isabelle P., **Guide to a Child's World** (Henry Holt, New York, 1951.) This is a good common sense approach to the problem of teaching young children self expression and self discipline.

Fine, Benjamin, **Opportunities in Teaching**, 1952. Vocational Guidance Manuals. (45 W. 45th St., New York) 112 p. Will give students a very good overview of the excellent career possibilities of the teaching profession.

Foster, Constance, **Developing Responsibility in Children**, 1953. (Published by Science Research Associates). This publication offers in light, easy style some responses to the question, "How can we teach children to accept responsibility as a natural part of everyday living?"

Gessell, Arnold and Frances L. Ilg, **The Child from Five to Ten**. (New York; Harper and Bros., 1946.) This is a biographic approach to the growth of the child's mind during the years from 5 to 10. May be a little difficult for students, but some parts should be very helpful to them.

Grossman, Jean S. and Eda J. LeShan, **How Children Play... for fun and learning**. (Better Living Booklet—Published by Science Research Associates.) Dis-



The Cadet assists in outdoor learning experiences (Indianapolis Public Schools.)

cusses the place of play in the child's development and describes the various kinds of play the child should have.

**Happy Journey — Preparing Your Child for School.** (Published by NEA.) A simple handbook for parents who have children who will soon enter kindergarten or first grade. Its non-technical quality should make it valuable to students in learning more about the child in early grades.

Hurlock, Elizabeth B., **Wonder Ways with Children.** (New York, McGraw-Hill, 1943.) A non-technical work on new methods for meeting the needs of a growing child.

Holman, Mary V., **How It Feels to be a Teacher.** Bureau of Publications, Teachers College, Columbia University, 1950.

**Janie Learns to Read. A Handbook for Parents Whose Child Will Soon Learn to Read.** Published by the Dept. of Elementary School Principals and National School Public Relations Association. NEA, 1954. A very good non-technical account of the exciting story of how children learn to read.

Millard, Cecil V., **Child Growth and Development in the Elementary School Years.** (Boston, D. C. Heath, 1951.) This is a rather detailed treatment, but sections of it may be used in helping the students gain a better understanding of child behavior.

Olson, Willard C. and John Lewellen,

**How Children Grow and Develop.** (Published by Science Research Associates.) A non-technical discussion of the general pattern of child growth and development.

Redl, Fritz, **Understanding Children's Behavior.** Bureau of Publications, Teachers College, Columbia University, New York, 1949. 41 pp. A very readable publication that will help the student to understand the nature of child growth, personality development and behavior problems.

Remmers, Herman H. and Robert H. Baumfeind, **Your Problems: How to Handle Them.** (Junior Life Adjustment Booklet.) Very readable monograph on the problem solving approach. May be very helpful to some of the students in developing and understanding of the meaning of problem solving in teaching.

Richey, Robert W., **Planning for Teaching.** (McGraw-Hill, 1952). This introductory text contains some very good chapters on the nature of the teacher's work, job opportunities, etc.

Rummell, Frances V., **"What Are Good Teachers Like?"** *School Life* (June, 1948) pp. 4ff and (July, 1948) pp. 7ff.

Snyder, Agnes and Barbara Biber, **"How Do We Know a Good Teacher?"** *Childhood Education* (February, 1943) pp. 281-285.

Strang, Ruth, **An Introduction to Child Study.** New York, Macmillan,

1951. A good introduction to the nature of child behavior in the home, school and community. Many suggestions are made on methods of studying children.

Wasson, Margaret, **Teaching is Exciting,** 1951. Association of Childhood Education International, Washington, D. C. A very inspirational account of the work of the teacher.

#### APPENDIX IV

##### ELKHART HIGH SCHOOL

###### Rating Sheet for Cadet Teachers

Name of Student \_\_\_\_\_

Rating Period \_\_\_\_\_

###### I. Personnel Qualities

**A. Attractive Appearance:** appropriately dressed; well-groomed; good health; vitality; alertness.

**B. Adaptability:** Is she able to get into the spirit of the group activities?

**C. Punctual:** Is she always on time?

**D. Attendance:** Has her attendance been regular? If she has been absent, did she notify you in advance?

**E. Attitude:** Is she enthusiastic about the work? Does she seem to enjoy the children? Has she shown initiative in any way?

**F. Speech:** Is her voice pleasant? Does she use correct English?

**G. Resourcefulness:** Has there been any evidence of resourceful thinking?

**H. Courtesy:** Does she seem to know and practice the needed social graces?

###### II. Professional Qualities:

**A. Inquiring Mind:** Does she show any curiosity? Does she observe closely?

**B. Responsibility:** Does she assume and share the responsibilities of the supervisor and children?

**C. Understanding of Children:** Does she seem aware of the personality traits of children?

**D. Scholarship:** Is there evidence of good scholastic background?

**III. Other comments regarding the individual student.**

## APPENDIX V

### CADET TEACHING—(Check Sheet for Accumulative File)\*

Name of Student \_\_\_\_\_ Grade in which student is working \_\_\_\_\_

Accepted  
dren. T

#### I PERSONAL APPEARANCE

P \_\_\_\_\_  
\_\_\_\_\_

C \_\_\_\_\_  
\_\_\_\_\_

B \_\_\_\_\_  
\_\_\_\_\_

A \_\_\_\_\_  
\_\_\_\_\_

Not always clean. Sometimes wears soiled clothing. Poor taste in dress. Clean, not always careful about clothing. Sometimes lacking in taste. Clean, usually careful about clothing. Usually dressed in good taste. Neat, well groomed. Always uses good taste in dress.

Sometime  
of the  
not alw  
ture n  
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#### II PUNCTUALITY

P \_\_\_\_\_  
\_\_\_\_\_

C \_\_\_\_\_  
\_\_\_\_\_

B \_\_\_\_\_  
\_\_\_\_\_

A \_\_\_\_\_  
\_\_\_\_\_

Occasionally arrives after school has begun. Fails to notify School Principal early in morning when ill.

Generally arrives just about time school begins. Absent some each grade period.

Usually arrives well ahead of the opening of school. Has some of the days planning yet to do. Busies herself with plans for the day.

Always arrives well ahead of opening of school. Plans are all completed for day. Spends time making friends with children and helping teacher.

1st G  
2nd G  
3rd G  
What

#### III PERFORMANCE OF ASSIGNED TASKS

P \_\_\_\_\_  
\_\_\_\_\_

C \_\_\_\_\_  
\_\_\_\_\_

B \_\_\_\_\_  
\_\_\_\_\_

A \_\_\_\_\_  
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Generally has to have further directions. Generally does not complete the attempted.

Sometimes has to have further directions and does not always complete the attempted.

Usually follows the directions well and completes the attempted. Occasionally suggests ways of improving working procedure.

Follows directions quickly. Often devises effective working procedure. Is a real help to the teacher.

SUGGE

#### IV COOPERATION WITH TEACHER

P \_\_\_\_\_  
\_\_\_\_\_

C \_\_\_\_\_  
\_\_\_\_\_

B \_\_\_\_\_  
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A \_\_\_\_\_  
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Generally waits to be told. Sometimes slights the required. Does not take direction from teacher too kindly. Independent in attitude.

Active. Does what is required. Sometimes senses what is needed and goes ahead without having to be told. Accepts criticism.

Does the required very well. Makes suggestions frequently. Often senses what is needed and goes ahead. Welcomes criticism and suggestions.

Energetic. Wants to do more than required. Puts heart into work. Originates new plans. Generally senses what is needed and does it. Takes teacher criticism and help in the best of spirit.

\*Evaluation Sheet furnished by Indianapolis Public Schools

## V ABILITY TO WORK WITH CHILDREN

P \_\_\_\_\_

C \_\_\_\_\_

B \_\_\_\_\_

A \_\_\_\_\_

Accepted by a few of the children. They do not seek her help.

Accepted by most of the children. A few seek her help.

Most of the children like her. They appreciate her help and give her good attention.

Welcomed by the children. They enjoy working with her and learn readily from her direction.

## VI USE OF LANGUAGE AND VOICE

P \_\_\_\_\_

C \_\_\_\_\_

B \_\_\_\_\_

A \_\_\_\_\_

Sometimes talks above the heads of the children. Choice of words not always good. Sentence structure not always good. Voice sometimes droll and tiresome. Voice sometimes does not reach to back of room.

Usually uses words that are understood. Sentence structure generally good. Expression neither stimulating or tiresome. Voice generally reaches all children.

Words are often colorful and descriptive. Sentences are usually accurate and forceful. There is variety in expression. Voice clear and easily understood.

Selection of words is exceptional. Sentences are always accurate and forceful. Variety in expression. Animation and stimulation. Voice pleasing and easily understood.

## SUMMARY

What contributions has the Helping Student made to the Class and the Teacher?

1st Grade Period

2nd Grade Period

3rd Grade Period

What is the average grade of the Helper

1st Grade Period \_\_\_\_\_

2nd Grade Period \_\_\_\_\_

3rd Grade Period \_\_\_\_\_

## SUGGESTIONS

## SELECTED REFERENCES

Andrews, Leonard O., "School Exploratory Experiences for Prospective Teachers," *Educational Research Bulletin*, September, 1950, pp. 147-148. Good overview of sound principles for the organization of exploratory teaching work.

Chastain, Loren, "Functions and Responsibilities of the Principal in the Cadet Teaching Program as it Operates in Muncie," *The Teachers College Journal*, March, 1954, p. 71. A good brief article by a high school principal regarding his role in the pre-training program.

Clark, Marie, "Cadet Teachers in Action," *The Teachers College Journal*, March, 1954, pp. 68-69. An interesting account of cadet teaching activities in the Vincennes, Indiana schools.

Connard, Elizabeth, "Teaching Exploration in Decatur Schools," *The Teachers College Journal*, March, 1954, pp. 78-80. Gives complete overview of the organization of "Vocational Teaching Exploration" course in Decatur, Illinois High School.

Crum, Clyde E., "A Study of Teacher Recruitment Practices in Indiana High Schools," *The Teachers College Journal*, March, 1954, pp. 71-76. A section of the article gives information on exploratory teaching activities in 84 Indiana high schools.

Division of Curriculum and Supervision, Indianapolis Public Schools, "The Program of Cadet Teaching in the Indianapolis Public Schools," Curriculum Bulletin No. 9-IC-Ns. Prepared by Florence C. Guild, Coordinator of Secondary Education, December 13, 1952 (Mimeo). An excellent course outline with an evaluation of the Indianapolis program by cadet teachers and participating elementary sponsors and principals. (A revision

of this bulletin has recently been completed.)

"Future Teachers, junior grade," *Indiana Teacher*, November, 1953, pp. 126-127, 134. Interesting account of how teachers sell pupils on teaching in Hammond, Indiana Lincoln School. Much is being done in Lincoln School to acquaint elementary pupils with teaching opportunities.

Guild, Florence C., "Cadet Teaching: a Step Toward Solving the Teacher Shortage," *Nations Schools*, May, 1953, pp. 79-80. A challenging article on the importance of cadet teaching in the selective recruitment of teachers.

Guild, Florence C., "Cadet Teaching in the Indianapolis Public Schools," *The Teachers College Journal*, March, 1954, pp. 66-67. Article particularly emphasizes the enthusiasm of the principals, teachers and sponsors for the cadet teaching program in Indianapolis.

Kish, Mary Margaret, "An Investigation of High School Cadet Teaching Experiences of Students in I.S.T.C.," *The Teachers College Journal*, March, 1954, pp. 76-77. An account of the reactions of 76 Indiana State Teachers College students to their high school cadet teaching experiences.

Leasure, Nettie, "Youngest Member of the Family," *Indiana Teacher*, November, 1954, pp. 156-158. A section of this article is devoted to the place of the cadet teaching program in the activities of the Future Teachers of America clubs.

McAllister, Anne, "Cadet Teaching in the Elkhart Public Schools," *The Teachers College Journal*, March, 1954, pp. 62-66. A very complete account of the organization of the Four-way cadet teaching program in

the Elkhart schools. It includes orientation, exploratory observation, teaching participation and evaluation.

Michael, R. E., "What is the Principal's Role in the Recruitment and Training of Future Teachers?" *Bulletin of the National Association of Secondary School Principals*, March, 1951, pp. 63-69. Mr. Michael emphasizes the importance of exploratory teaching work and outlines the program of Muncie Central High School.

Morrison, Nelile and Erma B. Christy, "Prospectors at Work," *Indiana Teacher*, November, 1953, pp. 124ff. An inspirational account of the exploratory teaching program in Muncie Central High School.

Pigott, Lee D., "What Is the Principal's Role in the Recruitment and Training of Future Teachers?" *Bulletin of the National Association of Secondary School Principals*, March, 1951, pp. 69-77. A careful analysis of the "Vocational Teaching Exploration" course in the Decatur, Illinois schools.

"Pre-Training Experience in Teaching," *School Views*, March, 1954. Publication of the East Chicago, Indiana Public Schools. Good overview of the history and present organization and objectives of "Teaching Practice" in a school system (East Chicago) that has pioneered in this work.

Stapp, Katherine, "High School Courses for Future Teachers," *The Journal of Teacher Education*, March, 1953, pp. 77-78. An account of the organization of the practice program in the Danville, Illinois schools.

Young, Wilbur, "Cadet Teaching in Indiana," *The Teachers College Journal*, March, 1954, p. 62. An interpretation of Indiana General Rule 50 on "Teaching Practice" by the Indiana State Superintendent of Public Instruction.

## BOOK REVIEWS

**Organic Chemistry, A Brief Course,** by Robert Ward Getchell, Professor of Chemistry Emeritus, Iowa State Teachers College. McGraw-Hill Book Company, Inc., 1954, pp. 278. viii \$4.00.

The field of organic chemistry has become so enormous that it is most difficult, almost impossible, to cover all the hypotheses, theories, laws, facts and their interrelationships. Some chemistry students must pursue this encyclopedia nature to the fullest if they are to succeed in the profession. However, many will use organic chemistry only as a service or cultural tool. It is for this group that the author has written this volume.

Dr. Getchell has followed the pattern of organization common to college organic texts, beginning with a consideration of the general organic relationships and developing the topics from the relatively simple petroleum hydrocarbons to the more complex, the vitamins, the enzymes, the hormones and the medicinals. However, he has combined the consideration topic-wise of aliphatic and aromatic compounds in adjacent chapters. This is a fairly new trend in texts and many college professors like the idea.

This reviewer likes particularly the brief positive use approach, which the author has developed throughout his discussion of all the various types of organic compounds. These uses are very well developed in (1) the discussion of the petroleum hydrocarbons, where a brief history of this natural resource is found as well as the present day petroleum practices, and (2) the consideration of the variety of alcoholic products that are used as beverages, (3) the nature of the questions at the end of the chapter. These are for the major part questions which will develop discussion and thinking, not rote memory.

Another interesting difference between this organic text and some others on the market is illustrated by the willingness of the author to admit that we

do not always know all of the answers. An example on p. 185 is, "Photosynthesis is the most universal of all synthetic processes and one of the least understood." The creation of an awareness in students of the need for critical evaluation of statements regardless of source should be a desirable outgrowth of the study of organic chemistry.

This text appears to have eliminated some of the confusing problems that plague the beginning student's mind by (1) simplification and selection, (2) emphasis on daily use of many compounds, (3) minimizing problems both arithmetic and synthetic, (4) minimizing nomenclature.

The only adverse comment that this reviewer has is that there are no suggestions for further reading on some of these topics that are so briefly treated. A bibliography would be of value to some students who want more than this brief outline.

In conclusion, the proof of any book is in its ability to meet the problems of the student and can only be determined by use. Dr. Getchell's text looks so good that this reviewer is going to try it with one of these special groups very soon.

William G. Kessell  
Assistant Professor of Chemistry  
I. S. T. C.

**Student Personnel Services in Higher Education.** By Dugald S. Arbuckle. McGraw-Hill Book Company, Inc. New York 36, New York.

**Personnel Services in Higher Education,** reflects the point of view of one who is face to face with **administering** the services on college campuses which provide for the student's personal well being, for his social adjustments, and which undertake to improve his educational accomplishments. Thus, we find in the first two chapters, stress on phases of student personnel services often neglected in similar publications.

Chapter one emphasizes the need for objectively evaluating the worth of each service advocated and used by the per-

sonnel department. Since the personnel department is concerned with every phase of the college which may help or hinder a student, such departments are easily open to the charge of monopolizing the whole field. Unless a personnel director can justify his recommendations by documentary evidence and by evaluative criteria, defensible in the presence of other specialists, the personnel department will suffer accordingly. Mr. Arbuckle is quite right in the statement, "If they cannot prove their worth, they should and probably will, disappear from the American Scene."

His chapter two deals with organization and administration. No plan of student personnel service, however altruistic in its concept, can operate unless it is incorporated into the administrative organization of the college. In this chapter, he discusses various concepts of administrative organization, supplies much resource material upon which the college administrator may draw. He then concludes with this statement, "Each institution must build its own program and its administrative procedures around the particular needs of its students." He advocates, and with good reason, the use of student members on all policy committees dealing with personnel services.

The remainder of the publication serves as excellent source material in the usually accepted phases of college administration relegated to the personnel division: Selection and Admission; Student Orientation; Vocational Services and Counseling; Counseling; Religious Services; Health Services; Housing and Dining services; Student Aid and Student Group Activities including the Student Council.

In the midst of these chapters, he introduces one on Teaching in the Institutions of Higher Learning. He could have elaborated his point of view here to indicate the inherent responsibility for personal counseling as the prerogative of good teaching. He does incorporate an emphasis on the group process as a method of teaching the idea of which, may be used by any teacher once

he realizes that he is, "Teaching a group of students, not an aggregate of individuals." His illustration may obscure this significant point, since teachers in many fields may feel that this technique would apply to psychology of courses in student personnel; but would not supply to the discipline they are teaching.

The entire publication, including the forms illustrated in the Appendix, is an excellent source upon which a personnel worker in any of the many fields of student service can draw for historical and research data to help him with his own problems.

Lonzo Jones  
Coordinator, Student Personnel Services  
I. S. T. C.

**A Free Society: An Evaluation of Contemporary Democracy.** By Mark M. Heald. New York: Philosophical Library, 1953, p. 546 xii. \$4.75.

In his foreword the author frankly states that "it may be a pretentious undertaking to attempt a re-evaluation of democracy in the light of changing conditions of human society—but the necessity for such an attempt is obvious." It is equally pretentious to attempt an evaluation of Mr. Heald's book. To do either task with distinction requires a mastery of many disciplines dealing with man and his social institutions.

As stated in the foreword the primary purpose of the book is "to provide the average citizen of a functioning democracy with some guides for his thinking—." The volume deserve wide acceptance and would provide an excellent basis for several forum discussions. However, it is doubtful if this excellent book ever attracts the attention of the "average citizen" unless Mr. Heald writes a comic edition.

Liberal democracy is discussed primarily from the philosophical and historical points of view. The ethical and spiritual bases of democracy are emphasized. Institutional applications are made especially in the chapter on, "Political and Economic Democracy Today." There are excellent chapters on "Paradoxical Aspects of Democracy," "Democracy, Ethics, and Christianity," and "Making Democracy Work."

Mr. Heald shows an awareness of social change, and the need for adjusting our theory and practice of democracy to harmonize with change in other areas of culture. If we are to preserve the essence of true democracy, there are three fundamental principles (page 434) that must be guarded: "(a) a zone of free personal choice of values and of alternate courses of activity; (b) a system of political administration in which all public officials are responsible to a reliable and representative popular opinion and judgment; and (c) a virile concept of universal justice and personal equalitarianism."

The book is interesting and challenging. It is also fair and free from bias. The reader feels the urgency of the crisis in which we live. The thoughtful reader may disagree with certain implications and conclusions. Yet, he must agree that the author's views need to be expressed, and that all of us need continuous re-evaluation of functional democracy. The notes and bibliography in the back of the book are good.

Some inconsistencies appear in the book. The author seems to change his opinion about the reactive dangers of Facism and Bolshevism. (pages 218, 311, 319, 323, 363.) At times he seems to favor the supremacy of the legislative branch of government. At other times he seems to incline toward the strong executive.

The author apparently falters in his

support of liberal democracy by excusing secret personal diplomacy in foreign relations (pp. 356-359.) He fails to recognize the possibilities of pre-established **principles** and **polices** democratically established as a framework within which the responsible diplomat could, and should, operate. He fails to show the ultimate danger to liberal democracy when the diplomats from "democratic peace-loving peoples" betray the cause of liberty as readily as do the diplomats from "totalitarian" states. Freedom to know the truth—all of the truth—is basic to liberal democracy.

Throughout the book there is a need for specific examples, and application to familiar situations. For example, on page 316 the author says: "There are persons everywhere who accept with deep conviction or who are sympathetic with basic assumptions of bolshevism, or facism, or radical socialism, or some other authoritarian set of doctrines or program of political action; and many of them can make a good case for their beliefs. The conflict is internal as well as external; it is within the structure of society as well as between nations or groups of nations." The "average reader" needs to have these "authoritarian doctrines" identified so he may be aware of them, and recognize them in his own community and even in his own thinking.

The closing chapter "Preservation of Free Society," is weak. It would have been more constructive and optimistic if it had summarized recent research and sociological theory pointing to the development of new techniques of democracy. Our citizens need to be alert to possibilities of extending liberal democracy.

Cloyd Anthony  
Professor of Social Studies  
I. S. T. C.

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